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Convention on the Elimination of All Forms of Discrimination against Women

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Committee on the Elimination of Discrimination against Women
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Item 7 of the provisional agenda*
Implementation of article 21 of the Convention on the Elimination of All Forms of Discrimination against Women

Reports provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

Note by the Secretary-General

Addendum

United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee, the Secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO), on 29 October 1998, to submit to the Committee by 5 December 1998 a report on information provided by States to UNESCO on the implementation of article 10 and related articles of the Convention on the Elimination of All Forms of Discrimination against Women, which would supplement the information contained in the reports of those States Parties to the Convention to be considered at the twentieth session of the Committee.

2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of article 10 and related articles of the Convention.

3. The report annexed hereto has been submitted in compliance with the Committee's requests.

* CEDAW/C/1999/I/1.

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Annex

UNESCO report on implementation of the Convention

1. In accordance with Article 22 of the Convention on the Elimination of All Forms of Discrimination against Women, specialized agencies are invited to submit reports on the implementation of the Convention in areas falling within the scope of their activities and provide information that could supplement the reports of States parties which will be considered by the Committee at its twentieth session.

I. UNESCO's contribution to the implementation of CEDAW within the scope of the organization's activities

A. Priorities

2. Highest priority continues to be given to basic education opportunities for the "unreached", with special emphasis on the educational needs of girls and women in the rural areas; literacy and adult education for women, and guidance and counselling for school-aged girls. Priority continues to be given to women's integration at all levels and in all areas of social life, including increasing participation in political decision-making and in the process of developing a culture of peace through tolerance and non-violence, particularly in parts of Africa, the Mediterranean and the Balkan countries. UNESCO's overriding aim in this regard is to help women express their views and expectations as to how peace can be achieved and/or maintained in their societies and how their knowledge and skills can be applied in practice at all levels, from the community to the international level.

3. Priority is given also to developing gender-sensitive data collection, statistics and indicators as tools for evaluating the progress achieved in UNESCO's fields of competence; conducting appropriate staff training; and applying guidelines for gender mainstreaming in all planning, programming, implementation and evaluation. Other priority areas include legal literacy at various levels of education (popularizing CEDAW and accompanying it with information in national laws, of particular concern to women and girls); the elimination of sexist stereotypes, and the implementation of the Toronto Platform for Action regarding women and the media.

B. Mechanisms

4. In order to obtain a greater multiplier effect of UNESCO's action, support continues to be given to UNESCO's Collective Consultation with NGOs working on Women, Girls and Gender Equality, created in 1997. Six themes were selected as priority areas of work, namely: "Women, science and technology"; "Sexist language, stereotypes"; "Women and a culture of peace"; "The girl child" (education, health, family); "Statistics and gender-disaggregated data"; and "Eradicating poverty" (micro-finance complemented with educational and managerial skills).

5. UNESCO enforces gender mainstreaming throughout its secretariat through a network of gender focal points that have been designated in all programme sectors, relevant administrative units, and field offices. The focal points communicate regularly with the Gender Unit, meet periodically to discuss issues of common concern, and are actively involved in the secretariat's cooperation with relevant non-governmental organizations. There is also increasing interaction between UNESCO's focal points and the gender focal points of other United Nations and international entities, in terms of exchanging information on gender mainstreaming practices and in implementation.

C. Accountability and evaluation

6. The new budget coding structure which was developed for the 1998–1999 biennium will help the gender coordinator considerably in monitoring the progress of women-specific projects and activities and their periodic evaluation. It will be reinforced with the use of specific budget codes for women-gender activities which are expected to ensure that those activities do not suffer from budget cuts.

7. The UNESCO secretariat is in the process of developing a new integrated programming/budgeting/monitoring system which will be fully operational by the start of the 2000–2001 biennium. The system aims at providing a strategic view of the activities being carried out and their impact, through quantitative and qualitative indicators which will monitor the action taken in order to optimize the use of resources. Other forms of accountability are being explored, notably the possibility of introducing a gender component in the periodic performance reports of the staff.

D. The promotion of women within the UNESCO secretariat

8. Although specific staff training programmes to support gender mainstreaming have not yet been developed for the UNESCO secretariat, some training is provided as part of the basic orientation courses for newly recruited staff, and other training programmes have been organized by the Bureau of Personnel.

9. To promote the advancement of women within the secretariat, greater gender balance in UNESCO's secretariat staff continues to be achieved as a result of the Director-General's deliberate recruitment and promotion policy favouring women's access to professional and senior categories.

II. Measures taken by UNESCO to implement the provisions of CEDAW, particularly in the countries being considered by the Committee

Article 3 Human rights and fundamental freedoms on a basis of equality with men in all fields, particularly in the political, social, economic and cultural fields

Article 14 Rural women

10. The situation of women and girls in Afghanistan continues to deteriorate owing to the suppression of women's universal human rights by the present authorities. These include the denial of access to health services, to humanitarian aid, and to education and training, and the refusal to allow women to work outside the home. In light of this situation, UNESCO, jointly with le Centre de recherche et d'études documentaires sur l'Afghanistan (CEREDAF) and the European Community Humanitarian Office (ECHO), organized a meeting on the role of Afghan women in Afghan history (Paris, 11 December 1998), to remind people about Afghan women's active role in the history of Afghanistan and of their ongoing determination to fight for their fundamental rights and the safety and happiness of their families. The aim of the meeting was also to provide space for dialogue to mobilize public opinion around the issue of the rights denied to women in Afghanistan.

11. The UNESCO office in Rabat, Morocco, continues to assist the Government of **Mauritania** in the development and implementation of its national plan of action to promote the status of women and gender equality. Funded by UNFPA, this project has, since its creation in 1996, successfully trained young professionals at the local and national levels, on the conceptualization of educational planning programmes; the elaboration of a political platform for the family; and a communication plan parallel to the national plan of action, to be carried out by the State Secretariat for the Advancement of Women. More recently, in commemoration of World Population Day, a pilot radio programme for women was launched (Senegal, 11 July 1998) as well as the first issue of a quarterly magazine. Additionally, a study to develop a pilot programme for functional literacy has been commissioned to the Secretariat d'Etat à l'alphabétisation et à l'enseignement originel (SEAEO). A training guide for trainers and a study on self-training centres have been developed; and the training of trainers will be finalized by the end of December 1998.

Article 5 Elimination of prejudices and stereotypes

Article 10 Education, revision of textbooks, elimination of stereotypes

12. Considering the success of the earlier versions of the Guidelines on Non-sexist Language, an improved and updated third edition (in English and French) will be available in January 1999. The handbook will be distributed widely through UNESCO's field offices, national commissions and non-governmental organizations. A similar project focusing on gender terminology in Arabic is being initiated by UNESCO Amman, which is working to develop a simplified glossary of gender terms explaining the concepts and reasoning behind gender issues. The glossary will be divided into two parts: one on sectoral concepts in gender issues, and one on gender-related terminology. UNESCO Amman, in collaboration with UNESCO's Gender Unit and UNIFEM, is also conducting a study on gender role stereotypes in primary schools.

13. Additionally, a manual and video for secondary schools in **Chile**, entitled "Cambio de Piel — Change of Skin", was produced by the Chilean non-governmental organization La Morada, in collaboration with UNESCO Chile and the Spanish Institute for Women. The material was prepared in close collaboration with boys and girls from secondary schools, who had a chance to express themselves in their own words on what the term "gender" meant to them.

14. UNESCO's Basic Education Division's training manual, entitled "Gender Sensitivity", now exists in Arabic. The manual is a culmination of seven years of training experience in Africa, the Arab States and Asia and the Pacific. It was originally published in English and French.

15. A handbook on the rights of girls and women is being developed in three regions — Africa: Tunisia; Arab States: Kuwait; Asia: Sri Lanka — by UNESCO's Education Programme. The handbook focuses on CEDAW, the Beijing Declaration and Platform for Action and the Convention on the Rights of the Child. It targets primary school girls and boys, particularly girls, since quite a large number of them leave school early to work, carry out domestic chores, care for their younger siblings, or to marry.

16. UNESCO's Education Programme has also established a family/community multipurpose resource centre, which was launched in Kuwait (1996–1998), with the objective of providing an appropriate environment for the healthy development of children. The project takes a comprehensive approach to helping people learn how to meet the basic learning needs of children by training those who deal with children (parents, trainers, care-givers, the elderly and youth). The project also attempts to improve the quality of life and status of families (particularly of women) through life-long learning and income-generating activities.

17. Additionally, a multimedia project consisting of a publication and a CD-Rom has recently been launched by UNESCO's Culture Programme. The project entitled "Gypsy, Happy If You Are Free" reveals, through images, words and music, the culturally rich Gypsy world. Since Gypsy women and girls occupy a central role in that world, a chapter is devoted to their work, photos and poems. The project is an attempt by UNESCO to reinforce Gypsy women's fight against discrimination, by providing them a space where they can express themselves.

18. The report Male Roles and Masculinities in the Perspective of a Culture of Peace (recommendations of an expert group meeting that met in Oslo, September 1997, organized by UNESCO's Women and a Culture of Peace Unit), recommended, *inter alia*, that boys should be socialized in ways that promote gender-sensitive behaviour as a step towards curbing male-led violence and promoting values consistent with a culture of peace. It has been widely disseminated and continues to gather support through its follow-up activities. It has also been used to introduce the topic in several cities in the Russian Federation, strengthening the "'No' to violence" men's association. It is also included on the Web site of the European Pro-Feminist Men's Network, on the CD–Rom "Cité, Citoyenneté et Genre". Male groups in South Africa are among those that have been expressing their support for women's rights through the organization of peace marches. The report exists in English, French, Russian and Spanish. A Kiswahili version is being finalized by the Tanzanian National Commission for UNESCO. A publication of edited papers from the Oslo meeting is currently being prepared as part of the Culture of Peace series.

Article 6 Suppression of the exploitation of women

19. The issue of violence against women and the phenomenon of sexual exploitation violates a number of international Conventions that are very important for UNESCO's mandate. As violence is undoubtedly rooted in poverty, unemployment and poor education, there is a great need for education of different kinds and at various levels to combat this complex problem. Here UNESCO, with its multiple expertise, can play a key role as coordinator and facilitator and be an important complement to the ongoing work of the United Nations agencies in this area.

20. In cooperation with Member States, national institutions, non-governmental organizations and United Nations agencies, UNESCO continues to reinforce preventive action to combat violence and discrimination against women and to limit the effects of female prostitution in migration-related phenomena from an educational perspective, through activities and projects with local non-governmental organizations.

21. In Eastern and Central Europe and Central Asia, collaboration is ongoing with the Open Society Institute (OSI)/SOROS. They continue to be very active in the area of violence against women and have created a network called Stop trafficking (stop-traffic@solar.cini.utk.edu). UNESCO is also establishing, with OSI/SOROS, international partners and local non-governmental organizations, a subregional women's centre in Budapest. Its objective is to provide educational training for women, but it also will work on real day-to-day problems — i.e., domestic and other types of violence, prostitution, and other matters. The centre will officially open its doors in spring 1999.

22. UNESCO's office in Islamabad has been involved in activities concerning the trafficking in women which have touched on the subject of prostitution. The Constitution of Pakistan specifically mentions prostitution and the obligation of the State to prevent it. In this regard, UNESCO held a regional conference on trafficking in women and children, in collaboration with local partners — i.e., non-governmental organizations, the Government and other United Nations agencies (Karachi, Pakistan, 18–20 December 1997).

Changing cultural attitudes

23. Numerous programmes have been adopted by UNESCO, including initiatives aimed at the consolidation of society around the principles of tolerance and respect for

cultures (release of feature and documentary films, radio and television broadcasts, publication of school textbooks and teaching materials, revision of curriculum content, closer contacts between civic education and human rights education, signature of cooperation agreements between UNESCO and national commissions on the commemoration of the 50th anniversary of the Universal Declaration of Human Rights and the promotion of peace, tolerance and human rights, signature of decrees on educational reform and respect for human rights, development of training actions on the theme of "peace and citizenship", and the training of teachers).

24. With a view to changing cultural attitudes and values, support also continues for initiatives taken by the relevant professional organizations with a view to eliminating a portrayal of women that provokes violence and to promoting a more positive and diversified image of women in the media. An example of this action is a meeting being organized by UNESCO in cooperation with the Inter-Parliamentary Union, and the United Nations Secretariat Division for the Advancement of Women, "Perspectives on Democracy: Do Women make a Difference?" which will be held at UNESCO from 2 to 4 December 1999.

25. Similar efforts have been made by UNESCO's office in Amman in collaboration with the Jordanian National Committee for Women in Amman, UNIFEM, UNICEF and UNDP to raise awareness on the issue of the impact of media and domestic violence. An Arab Regional Workshop on Domestic Violence was held on this theme in Amman from 22 to 23 November 1998. Preparations to organize a regional meeting of women journalists in the Gulf States is also under way for 1999.

26. Under the framework of the UNESCO/Italy project to train women journalists from the Mediterranean region, a meeting was held on women, media and good governance (Rabat, 27 April–1 May 1998). The aim of the meeting was to define the role of women journalists in civil society and in the Mediterranean democratic process, and to identify difficulties encountered in their profession. The meeting was attended by 30 women from Algeria, Belgium, Egypt, France, Italy, Jordan, Morocco and Tunisia.

27. UNESCO's office in Nairobi assisted the Office of the regional communication adviser for Eastern Africa in the organization of a regional seminar for media women's associations on networking and cooperation (Nairobi, 21–23 October 1998). The aim of the meeting was to strengthen the national association networks; define and formalize the East African media women's associations; and to assess participant's needs with a view to formulating a strategy document. Some of the issues discussed were: the unequal representation of women at decision-making levels; the assignment of women to low-key reporting, writing and production; discriminatory policies in the recruitment of women at the technical and decision-making levels; and lack of motivation due to low job expectations.

Micro-finance and education

28. Priority attention continues to be given to women and girls in countries ravaged in the recent past by armed conflict, aimed at alleviating the effects of violence and providing basic education to refugees and displaced persons, particularly women. The "Knitting Together Nations", a micro-finance and education project to help refugee women in Bosnia and Herzegovina, is a successful example of UNESCO's efforts, in cooperation with the World Bank and local non-governmental organizations (Women and Micro-finance: Fashion for Development round-table Paris, December 1997). As a result, their products have become known in France, the Benelux countries, Spain and the United Kingdom.

29. Inspired by the December event, the Spanish non-governmental organization Together In the World, in collaboration with UNESCO and the Government of Spain organized in Palma de Mallorca (24–31 August 1998) a week-long awareness-raising event on women's rights, with a focus on assisting Bosnian refugee women. The week was composed of afternoon seminars organized by UNESCO on the following themes: Women's rights; Women and war; and Women and micro-finance as a tool for development. Parallel to the seminars, craft products were exhibited and sold. A fashion show was also held to showcase knitwear designed by the Bosnian designer Amella Vilic and Bosnian refugee women, hand-knitted by the women. As a follow-up initiative, a telethon was successfully held in mid–December promoting the plight of the Bosnian women, organized by Together In the World and Antenna 3, Madrid, to request assistance from the Spanish public, through donations and in-kind contributions (sewing machines, thread, wool etc.).

30. A similar initiative was held in Luxembourg (12–13 October 1998) under the patronage of Princess Maria Teresa de Luxembourg and UNESCO, in collaboration with the Luxembourg National Commission to UNESCO, the Luxembourg Ministries for the Promotion of Women and Gender, Foreign Affairs, Commerce and Cooperation, and the Minister of Culture. The overall aim of the project for all partners was to assist refugee women and their families from Bosnia-Herzegovina to build a sustainable economic

future, by assisting them to become financially autonomous through micro-finance opportunities.

Peace and conflict-resolution

31. There is also a need for the education and training of victims of violence and trafficking, which would include psychological/sexual/social/economic/legal education in order to facilitate reintegration into society. UNESCO's report "Rape as a tool of war", published in May 1995 in French and English, has recently been translated into Serbo-Croat and distributed to the various non-governmental organizations and institutions concerned. Additionally, UNESCO has established a centre for the development of rehabilitation activities for women in Gorazde. UNESCO has contracted the services of local non-governmental organizations to develop and direct the centre's activities. Training sessions are being held for trainers and recipients in psycho-social rehabilitation of victims of violence, including rape and the sexual health of the women, and in information technology and foreign languages.

32. Women's increasing initiatives in conflict resolution, their struggle in favour of democracy and human rights and their increasingly prominent role in sustaining economic and social development are at the core of UNESCO's Mediterranean and Culture of Peace Programmes. The Programmes are devoted to promoting the status of women within the region, including the Red Sea region and to encouraging trans-Mediterranean exchanges and cooperation as necessary conditions for peace and security in the area.

33. UNESCO's focus on Africa is reflected, *inter alia*, through the Special Project on Women and a Culture of Peace in Africa for 1998–1999. The project, which started in Burundi, Cameroon, Central African Republic, Congo, Namibia, Sierra Leone and the United Republic of Tanzania and which will include more countries as it progresses, involves inter-agency peace missions to strengthen women's roles as peace promoters and help amplify local women's voices for peace. Case studies on traditional techniques and on networking and advocacy, education in peace-building skills for gender-sensitive and non-violent conflict resolution are leading modalities.

34. The first in the series of case studies on non-violent traditional methods used by women to promote peace was carried out in Burundi and was presented at a seminar on the "Contribution of Women to a Culture of Peace", in Burundi in April 1998. The seminar brought together women from different geographical regions and sensitivities who all agreed on the importance of women's involvement in the peace process and reconciliation. On the basis of the case studies, and in cooperation with the Forum of African Women Educationists, UNESCO will prepare training modules which will be used in the training of women peace promoters in skills for non-violent, gender-sensitive conflict resolution in Africa. It is expected that improving the skills of women in the area of conflict resolution will increase their participation in the peace process in Africa.

35. A publication entitled *Documented Best Practices of Women in Conflict Resolution using Non-Violent Traditional Methods* is in preparation. The publication was prepared in collaboration with the African Association of Women Researchers for Development, on the basis of papers presented by African women to an inter-agency seminar on the subject of documented best practices. A directory of women working on emergencies and solidarity at the grass-roots level is being prepared in collaboration with Women's International Network.

36. Several meetings have been organized to strengthen women's roles as peace promoters — e.g., in Congo in April 1998, in cooperation with the Ministry of Family and the Integration of Women in Development, and in Tunisia. The Tunisian Women's Union decided to establish a subcommittee on women and a culture of peace which will be an important link to peace initiatives in other countries, especially in the Maghreb region and in the United Republic of Tanzania.

37. In this context a Pan-African Women's Conference on a Culture of Peace and Non-violence in Africa is being organized (Zanzibar, 17–20 May 1999), in cooperation with the Organization of African Unity, the Economic Commission for Africa, United Nations agencies and other partners. The Conference is expected to strengthen African women's networks for peace, including new means of communication.

Article 8 International representation and participation

Article 10 Education

38. Priority continues to be given to women's integration at all levels and in all areas of social and political life, including women's participation in major UNESCO world conferences — namely the World Conference on Science in the 21st Century: A New Commitment, which will be held in Budapest, Hungary, from 26 June–1 July 1999. The Conference is a joint collaboration with the International Council for Scientific Unions (ICSU) and involves Governments, intergovernmental organizations, non-governmental organizations and the private sector. The aim is to draw up a guidance balance sheet of the main

achievements of science, its impact on society and development, the outcome of international scientific cooperation and the challenges for the next century.

39. Since UNESCO places significant emphasis on achieving its goal of equal partnership between men and women in all areas of human development and in the fields of science and technology, the Conference will also address three specific areas of interest as regards women and gender. They include the participation of women in science and technology, the effects and impact of scientific and technological change upon women, and science and technology for women. In order to mobilize governmental authorities and civil society at the national and regional levels, regional forums have been organized to discuss these issues, develop regional recommendations and action plans to present at the World Conference in June 1999. So far, the following regional forums on women and gender in science and technology have been held: Latin and Central America (Bariloche, Argentina, 21–23 October 1998), Europe (Bled, Slovenia, 5–7 November 1998), Asia and the Pacific (Australia — 1–5 December 1998). Future meetings will be held in Africa (Burkina Faso — 25–29 January 1999), the Mediterranean (Turin, Italy, 29–31 January 1999).

40. With regard to women's participation and representation, UNESCO participated in the 99th Conference of the Inter-Parliamentary Union (IPU) and the Committee of Women Parliamentarians (Windhoek, Namibia, 5–10 April 1998). Among other topics of the Conference, parliamentary diplomacy was considered crucial in helping to avoid the eruption of violent conflicts and promoting values of democracy and peace. Parliamentarians were called to exert pressure and provide advice and to rationalize the process of peace-building. The cooperation between the Union and the Committee is welcome, since both are undertaking substantial and important work in promoting partnerships between women and men parliamentarians and balancing gender representation in political life.

41. In Pakistan, there are no restrictions on women regarding representation and participation at the international level or on working with international organizations. The civil service is open to women, and there is sizeable representation of women in the Government, both at the national level and in the foreign service. Although there are no restrictions, constraints exist in the system. In this regard, UNESCO Islamabad is working to ensure that women are as well represented as men at international meetings. These efforts need to be reinforced, since there remains a large gap between men and women in absolute numbers as well as percentages.

42. UNESCO's office in Chile assisted in the organization of an expert group meeting on national machineries for gender equality (Santiago, Chile, from 31 August to 4 September 1998). The objective of the meeting was to develop a regional strategy which could become a useful tool for policy makers in helping to translate the Beijing Platform for Action into reality and to facilitate the discussion of the Commission on the Status of Women at its forty-third session in March 1999 on the critical area of concern, institutional mechanisms for the advancement of women.

Article 10 Education

43. The World Conference on Higher Education was organized by UNESCO (Paris, 5–9 October 1998). The Conference adopted a series of proposals to reform higher education and adapt it to the needs of a changing world. The principles are mapped out in the 12-page "World Declaration on Higher Education for the 21st Century: Vision and Action", adopted along with the seven-page "Framework for Priority Action for Change and Development of Higher Education". Article 4 of the Declaration affirms the urgent priority of providing women with equitable access to higher education and calls for efforts to eliminate all gender stereotyping in higher education, consolidating women's participation and active involvement in decision-making.

44. Focusing on introducing legal literacy for girls and women at all levels of education, the Passport to Equality, a passport-size copy of CEDAW (French, English and Spanish) was reprinted by UNESCO (March 1998) to remind Governments of their commitments made almost 20 years ago to promote women's and girl's human rights. By packaging CEDAW as a "passport", the message UNESCO wishes to convey is that women's and girl's rights are guaranteed by the international community. To know the legal instrument that ensures these rights is to accelerate their application. Due to its successful dissemination and interest received, there are plans to develop a more personalized and popular version of the "passport" and to make it available in Arabic, Portuguese, and other languages. A strategy to promote legal literacy is under way to mobilize this initiative with UNIFEM and other United Nations and donor and funding agencies.

45. The Constitution of Pakistan ensures equal access to education for men and women at all levels. Such barriers as exist are neither constitutional nor legislative but largely socio-cultural and economic. The Government cannot provide enough facilities for the universalization of primary education, as stated in the Constitution. It nevertheless recognizes and accepts its responsibilities and is making an

effort to meet the ultimate target. In this regard, UNESCO Islamabad plays the role of advocate and provides technical and programme support, especially to underprivileged areas. Special efforts are being made to decrease female drop-out rates and promote the level of participation of women. UNESCO contributed $50,000 in 1998 to the Prime Minister's Literacy Commission for advocacy, monitoring and evaluation, and materials development.

46. In an effort to improve the quality of population education in Chile, UNESCO's office in Chile collaborated with UNFPA to organize a special meeting of Latin American parliamentarians, to solicit their support for the introduction of population education in the framework of the education reforms going on in each of their respective countries (Chile, March 1998). Further dialogue is planned, involving all interested parties (education ministers, school directors, teachers, students and parents).

47. As a follow-up to the fifth International Conference on Adult Education (CONFITEA V) (Hamburg, July 1997), on the theme "Promoting the empowerment of women through adult learning", a series of national meetings was held on preparations for a regional meeting to be held in Montevideo in 1999. Emphasis is being given to discussing the possibilities of citizens' control over public policies on adult education. At present, countries such as Chile, Brazil, Bolivia, Uruguay and Mexico are producing documents to sensitize public opinion on these issues. They will be circulated in public secondary schools, on radio programmes, and through other channels of communication in the region.

48. Under UNESCO's transdisciplinary project Educating for a Sustainable Future (EPD), priority is given to education for all, with emphasis on girls and women, the disadvantaged, and marginalized youth. UNESCO New Delhi has been working with EPD to provide training for women in Panchayats — Organization EKTA, Tamil Nadu; to provide support at the state level in working out strategies to combat violence against women; and to look at the training needs of elected women members of the Panchayat Raj institutions. The study compiled training materials for elected women initiated by the Government, non-governmental organizations and activists.

49. UNESCO's office in New Delhi is collaborating with the National Council for Educational Research and Training on a project on the evaluation of incentive schemes designed to improve girls' and womens' basic education. The project seeks to conduct a national evaluation and review of incentive schemes for girls at the primary level of education — for example: midday meals, free uniforms, free textbooks, attendance scholarships.

50. Similar efforts are also being made by UNESCO's office in Rabat. A contract has recently been granted to the Algerian National Commission to UNESCO and l'Association Algérian d'alphabétisation (IQRAA) to organize a training programme to train 80 people in the western region of Algeria. IQRAA encourages the education of girls and women through its public opinion campaigns and in the establishment of over 150 education centres in Algeria.

51. A project is also ongoing for 1998–1999 in Rabat, with the Ribat Al Fath Association for the training of teachers, trainers, and for the production of two literacy manuals, a cartoon, a monthly information magazine, cultural activities, the development of informatics material, and the launching of new training courses. Campaigns are also being organized on population education and the environment.

Statistics

52. On the basis of the positive experience of two previous workshops for training statisticians in gathering and processing sex-disaggregated data, held in Africa in 1996 and 1997, another such workshop was held this year, also for the Arab States, in collaboration with the Jordanian National Commission on Gender-Sensitive Education Indicators (Amman, 21–25 November 1998). Parallel efforts are being made fully to include the gender approach in the current setting up of the new International Institute for Statistics, both at the policy and the practical levels.

53. A handbook, *Gender Sensitive Statistics and Indicators in Education* (French and English), was produced at the end of 1997 by UNESCO's Division of Statistics, as training material for workshops on educational statistics and indicators. The publication is now also available in Arabic.

54. UNESCO's office in New Delhi organized a workshop in collaboration with UNDP and the Department of Women and Children, to develop GDI and GEM at the state and district levels on gender issues and indicators for states and districts (New Delhi, 6–7 November 1998). Pilot programmes were formulated to measure gender and empowerment in selected districts and to identify a methodology suited to all districts, including those with limited statistical and analytical capacities. The goal is universal applicability of data collection methods throughout the country.

55. In order to address the need for better quantitative and qualitative information regarding girls and women, science

and technology in education, career choice and professional development, UNESCO's Science Programme and Gender Unit are developing a tool kit on gender indicators for engineering, science and technology. It is hoped that there will be sufficient budgetary resources to support a pilot survey and gender analysis of sex-disaggregated data in engineering, science and technology, to be conducted by UNESCO.

Information-sharing

56. The Know-How Conference on the World of Women's Information, organized by the International Information Centre and Archives for the Women's Movement (IIAV), was the third conference of its kind since 1990. It was attended by 300 international participants representing community-based information centres, public institutions (national archives and libraries), university research centres, regional and global non-governmental organizations specialized in information-sharing, women's press groups and individual activists.

57. In this regard, UNESCO's Communication Programme and Gender Unit were involved in the preparation of the Conference from February 1998, providing recommendations for keynote speakers and providing financial assistance and guidance for the creation of the database of women's information services in the world (Mapping the World Project) which was launched during the Conference. Also launched at that time was the *European Women's Thesaurus*, a list of controlled terms for indexing information on the position of women and women's studies. Both of these tools were very well received by the participants and given full support.

Science education

58. The Beijing Platform for Action emphasizes science and technology in education as a strategic objective. With a majority of the African population being composed of women, Africa's only hope for industrialization lies in women's empowerment in both science and technology. As the focal point for science and technology in Africa, UNESCO's office in Nairobi has made efforts to implement the Beijing Platform by enhancing the participation of girls and women in science and technology through grants and other activities within the different programmes that it supports.

59. A project on coasts and small islands is just commencing in Eastern and Southern Africa. Future work will be based on the recommendations of the Pan African Conference on Sustainable Integrated Coastal Management (PACSICOM) (Maputo, Mozambique, 18–24 July 1998), in particular, on those from the PACSICOM technical workshop Sustainable Coastal Development: The Role of Communication and Education. Eight out of 18 presentations were made by women, and one paper, "Sustainable coastal development: the role of communication and education: a gender perspective", focused on gender issues. Follow-up on improving communication between stakeholders concerned with the sustainable use of the coastal approach is essential.

60. In the basic sciences, UNESCO Nairobi conducted the following activities directly benefiting women. Sponsorship of two women participants to the fourth regional seminar on the use of microcomputers in physics research and education (21–25 September 1998, University of Nairobi, Kenya); sponsorship of Nouzha El Yacoubi to attend and organize the ninth Olympiades pan africaines de mathématiques (OPAM), (27–31 July 1998, Rabat, Morocco); sponsorship of one woman participant to the ninth Natural Products Summer School (19–29 August 1998, University of Dar es Salaam, United Republic of Tanzania); sponsorship of three women participants to the UNESCO/ICRO training course on cell biology of early development of selected freshwater fish and marine invertebrates (22 November–5 December 1998, Mombasa, Kenya); sponsorship of two women participants to a university course on environmental impact assessment (6–17 April 1998, Université d'Abobo Adjamé, Abidjan, Côte d'Ivoire), sponsorship of five women participants to a regional training course on molecular biology techniques and biotechnology (7–18 September 1998, University of Nairobi, Kenya); five from Kenya and two from Uganda, and a UNESCO/BAC fellowship to Ms. Ndiaye M. C. Dasylva, for a research visit to Nairobi, Kenya.

61. Within the Special Project on Women in Science and Technology, a grant was given to a woman scientist from Kenya to attend and present papers at the RCPMI-Obihiro/OIE-Paris International Symposium (19–22 August 1998, Obihiro, Japan) and the ninth International Congress of Parasitology (24–28 August 1998, Chibe, Japan).

62. A major objective of the project on the promotion of ethno-botany and the sustainable use of plant resources in Africa is to strengthen the role of women in decision-making positions and to support activities of particular relevance to women. This is reflected in a preference for female candidates in training activities and in provision of support to activities that have a clear gender component. Of the total of 12 study and travel grants issued under this project since April 1998, seven women (compared to five men) have received awards. The five field-based studies (including one

conducted by a male researcher) all have a clear gender-component, particularly focusing on the role of women as resource users and conservators and recording and, wherever possible, addressing the priority needs of women. Of six travel grants, three were issued to women. Considering the fact that about 80 per cent of the requests come from men, this is an indicator of "positive discrimination" to increase the number of female participants in meetings and to promote their individual careers.

63. In general, field coordinators and project executants are well aware of the necessity to identify project components of particular relevance to women and make efforts to address them. This does, however, not take the form of forcing a gender perspective onto every activity. Rather, the aim of programme activities is to integrate that perspective and to raise awareness of social and habitual constraints that mar the perception of women as partners in research and management and as distinct resource users. In reviewing research proposals, attention is given to the use of non-sexist language, according to the guidelines of UNESCO.

Children in distress

64. In Morocco, a project has recently been launched by UNESCO Rabat and the Ministry of Youth and Sport to build two classrooms, fitted with hair salon equipment at the Observation and Re-education Centre for Girls in Abdeslam Bennani, Casablanca. The Centre takes care of young girls who have committed petty theft, prostitution and other acts of delinquency, in efforts to provide them with basic educational tools and a trade for the future.

65. Another project has recently been launched by UNESCO Rabat with BAYTI, an organization that works with children in difficult situations; street children, and those abandoned, sexually or physically exploited and violated, or unlawfully employed. The project, Street Girls, is being developed for girls in Casablanca, Meknes and Essaouira. It includes workshops on diverse subjects: health, hygiene, art, theatre, sport etc. Efforts are being made to purchase pedagogic training materials to reinforce and help young ex-prostitutes reintegrate into society.

Article 10 Education

Article 11 Work

66. One of UNESCO's major thrusts for contributing to development is directed towards renewing and diversifying technical and vocational education, so as to prepare young women and men as adults for the world of work and for responsible civic life. It also includes the development of alternative educational opportunities so as to provide every individual with access, at any time, to education and training compatible with his or her needs. With these objectives in mind, the Second International Congress on Technical and Vocational Education: Lifelong Learning and Training – a Bridge to the Future is being organized by UNESCO and the Government of the Republic of Korea (Seoul, 26–30 April 1999). Providing lifelong learning and training for the world of work in the twenty-first century is the main thrust of the Congress.

Article 12

67. Women and young girls are more vulnerable than men and boys to HIV infection biologically, socially and economically. The AIDS pandemic has affected the education of girls more than boys by requiring them to stay home from school to take care of ill parents or orphaned relatives and to carry out household tasks. Education with the objective of preventing infection is one of the most successful means of effectively containing the pandemic. UNESCO's Section for Preventive Education perceives as its role the empowerment of girls and women to lead healthy, economically productive lives through school-based education for the prevention of HIV/AIDS and drug abuse.

68. UNESCO's main approach in the field of education for the prevention of AIDS and drug abuse is to strengthen the capacities of ministries of education to formulate national plans of action for the integration of preventive education in the school curriculum. To achieve this goal, a series of regional seminars intended for decision makers from the education sector were organized. Colombia, Kyrgyzstan and Thailand participated in the seminars.

69. Teachers, particularly through their organizations, are crucial partners in UNESCO's action in the field of preventive education. Colombia participated in the WHO/UNESCO International Conference on School Health Education and HIV/AIDS Prevention, for representatives of teachers' organizations (Harare, July 1995).

70. China and Thailand participated in the regional Workshop on the Prevention of HIV/AIDS and Drug Abuse through Quality Improvement of Curriculum and Teacher/Learning Materials in Asia and the Pacific, organized by UNESCO and UNDCP (Beijing, 25–29 August 1997).

71. A regional workshop on preventive education against HIV/AIDS for grass-roots women's organizations in Africa was held from 7 to 11 September 1998 in Abidjan, Côte d'Ivoire. The workshop was jointly organized by UNESCO Dakar, Harare and Abidjan and in collaboration with UNAIDS and a UNDP regional HIV development project

in Dakar. Both gender and HIV/AIDS and the advancement of women were discussed. The workshop involved 17 countries — Benin, Botswana, Burkina Faso, Cameroon, Côte d'Ivoire, Ghana, Guinea, Cape Verde, Malawi, Mali, Namibia, Nigeria, Senegal, Togo, Uganda, Zambia and Zimbabwe.

72. The workshop targeted women's grass-roots organizations, because women are now at the centre of the HIV/AIDS epidemic; 10 years ago they seemed to be at its periphery. According to WHO, nearly half of all new infections in adults involve women. in 1994, over 1 million women in the world were infected by HIV. Projections estimate that a total number of 14 million women will have been infected by the year 2000: 4 million will have died from AIDS.

73. The goals of the workshop were to reinforce awareness-building by the facilitators on the ground of the importance of HIV/AIDS preventive education in grass-roots women's organizations; to identify examples of best practices with regard to HIV/AIDS preventive education targeting women and men, using appropriate and accessible methods; and to propose the compilation of the strategies recorded and focal points of research on the transfer of educational messages aimed at African women, notably illiterate women.

74. Funding has recently been approved to launch a two-year inter-agency project (UNDP, UNESCO, UNICEF, UNIFEM, UNFPA and WHO), on the eradication of female genital mutilation (FGM) among the Gusii community in Kenya, for implementation in 1999–2000. Some of the goals to be reached by the project are a reduction in the number of women/girls going through the ritual of FGM by at least 5 per cent; an increased awareness of the negative effects of FGM in the Gusii community and among decision makers at all levels; and a clear picture of prior and ongoing activities in the area of FGM and, through this, an increased collaboration between the various stakeholders.

75. The fifth session of UNESCO's International Bioethics Committee was held in Noordwijk (the Netherlands) from 2 to 4 December 1998. A report, "Women's health, bioethics and human rights", was presented which denounced discrimination against women in health, notably due to unequal access to care. The report focuses on women's health through the various stages of life, health and reproduction; violence against women and girls in Latin America; and the health of elderly women. Five case studies (gender selection of foetuses in India, excision etc.) are included.

76. The report showed that discrimination was particularly serious where reproduction is concerned. When the outcome of a prenatal diagnosis is abortion based solely on sex — usually female — of the foetus, bioethicists must be concerned about the use of modern technology against the female foetus. It was also stated that deaths from pregnancy-related causes take a toll of nearly half a million women each year. Most of these deaths are easily preventable if women are given access to adequate health care. Violence against women, depression, family and work environments and life expectancy are all related to gender discrimination. The report concluded that there is a need for an interdisciplinary and intersectoral approach, and bioethics could play a major role in developing that approach. The report will be published by UNESCO as part of its ethics collection, in English and French.

Article 10 Education

Article 13 Social rights — culture and sport

77. Within the framework of the Intergovernmental Conference on Cultural Policies for Development, organized by UNESCO (Stockholm, 31 March–2 April 1998), UNESCO made an effort to ensure that gender equality in the arts and culture became a public policy priority along with other important issues. To this end, a paper was devoted to international efforts carried out to cater for women's specific needs in cultural policy. The document, "Women in cultural policies", identified five policy principles supporting gender equality — namely, equality, diversity, recognition, transparency, and productivity. Additionally, parallel to the Conference two *Agora* sessions were organized, dealing with gender issues and the discrimination of women in cultural policy. One was organized by the Society for International Development (SID), on creatively empowering women through the Internet; and the other was organized by the European Research Institute for Comparative Cultural Policies and the Arts (ERICArts), on women and cultural policies.

78. In the area of sport, boys' and men's reactions to the increasing presence of girls and women in the sports world need deeper comprehension and analysis in order to facilitate personal growth of individuals and to control gender stereotyping in sports. In order to better comprehend the different realities and interactions between men and women in the sports world and other issues concerning the position of women in the family, cultural development, human rights, health and technology, UNESCO Windhoek collaborated in the second World Conference on Women in Sport, organized by the Namibian Ministry of Youth and Sports, the

Department of Women's Affairs and the Namibian National Women's Organization (Windhoek, Namibia, 19–22 May 1998).

79. Inspired by the Windhoek meeting and in order to portray sports as a tool for gender equality, UNESCO's Youth Unit, Gender Unit and Education and Sports Division conducted an expert working group meeting on sports and gender equality (24 November 1998). One outcome of the meeting is to be a technical document highlighting the existing research and work in the area, including a presentation of some regional and global realities and a strategy of action, to be presented in 1999, in Uruguay, at the meeting of the Ministers for Youth and Sport (MINEPS III) on physical education and sport as tools for social development.

Article 14 Rural women

80. The highest priority is attached to providing basic education opportunities to the "unreached", with special emphasis on the educational needs of girls and women in rural areas. Functional literacy programmes are linked with developing the skill proficiency of rural women which could become a regular source of income generation for them by equipping them with technical know-how. The Integrated Women's Development Programme, implemented by UNESCO Islamabad (Lahore, Pakistan, August 1998–November 1998) is an example of this type of approach. It provided basic training skills training for women on water and sanitation, water maintenance and management.

81. Particular attention is also given to the active participation of indigenous women, but few projects are addressed to women only. UNESCO is guided by the three following principles: cultural rights for everyone; protection and promotion of different cultural identities; and respect for democratic values and human rights, as set forth by its Constitution. UNESCO is mandated to struggle against all forms of discrimination in its fields of competence. Nowhere is UNESCO's adherence to this commitment more pronounced than in the Convention and Recommendation against Discrimination in Education. Actions taken in this field include studies in various parts of the world with a view to developing and promoting cultural rights.

82. Recent projects in support of indigenous peoples include a workshop on indigenous journalism, organized by the United Nations Commission on Human Rights (Madrid, January 1998); participation in the working group meeting on indigenous people (Geneva, July 1997 and 1998); and the signing and reinforcement of the Memorandum of Understanding with the Latin America Association of Indigenous Parliamentarians (August 1997). The women's commission of PLIA is committed to carrying out projects to teach about human rights in indigenous language.

83. Other activities include enhancement of the capabilities of indigenous youth, including young women, in the English-speaking Caribbean subregion, and vocational and technical training for women and young women of the Maya region (UNESCO Guatemala); and a five-day training programme for four indigenous young people, three of the trainees being young women from Canada, Mali and New Zealand.

84. Under the project Réseau euro-maghrébin de formation dans les métiers de la communication (REMFOC), two television journalists from Mauritius participated in communication training sessions (Tunisia, 23 March–4 April 1998, and Brussels, 21 September–3 October 1998). A video of these training sessions is being produced for television, entitled Women of the Maghreb.

85. UNESCO is also conducting a feasibility study to create a radio programme for rural women in Morocco. The radio programme will be diffused in Arabic and Berber dialects on different issues of relevance to women.

86. A seminar was organized in Morocco by UNESCO, UNFPA and the Centre d'études et des recherches démographiques du Ministère de la Prévision économique et du plan on the theme of population education (Rabat, 25–27 March 1998). The objective of the seminar was to exchange qualitative and quantitative approaches to the education of girls from rural areas, population education, family planning, mother and child health, and the family.